

# **NORTH DAKOTA TRANSITION TO TEACHING PROGRAM**

**Clinical Practice – Secondary Level**



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## INTRODUCTION

The primary purpose of Transition to Teaching (T2T) is to provide an alternative preparation program for those persons entering teaching with an interim license issued by the North Dakota Education Standards and Practices Board or a 2-year provisional credential in Trade, Industry, Technical, and Health (TITH) careers from the North Dakota Department of Career and Technical Education. Transition to Teaching is designed to help these persons meet North Dakota requirements for renewal of current licenses and to work toward regular licensure.

The first year of Transition to Teaching is the *Clinical Practice*, which allows participants to meet student teaching requirements and complete the course *Introduction to Teaching* while carrying out their regular teaching responsibilities. Participants receive support from mentors, content specialists, teacher education supervisors, and local administrators. The focus of this assistance is to prepare participants to become effective teachers. Following the clinical practice, each participant continues to work toward completing professional sequence courses and course work related to the teaching major, as specified in his/her university degree plan of study.

Transition to Teaching was developed as a pilot program in 2001-02 by the North Dakota Department of Career and Technical Education in cooperation with Valley City State University. It was designed to serve career and technical education instructors, particularly those in TITH teaching positions. On October 1, 2002, the program received approval from the U.S. Department of Education to operate under Transition to Teaching grant funds and was expanded to serve both academic and career-technical teachers at the secondary level. The grant is renewable annually for a period of five years. 2005-06 is Year 4 of the grant.

Special thanks is extended to August Ritter and Dr. Gerald Roth, who developed the format for North Dakota's Transition to Teaching program and who served as program directors from the pilot year of 2001-02 through June 2005. Because of their leadership North Dakota is better able to meet the goal of placing a highly qualified teacher in every classroom.

## **EDUCATION STANDARDS AND PRACTICES BOARD ADMINISTRATIVE RULES**

**67.1-02-04-07. Interim licensure clinical practice option.** Applicants who have entered the profession of teaching through interim or emergency licensure under section 67.1-02-04-01, elementary, middle or secondary endorsement under section 67.1-02-03, or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 and are seeking to complete the requirements of regular licensure under section 67.1-02-02-02 may meet the student teaching requirement through a supervised clinical practice option meeting the following conditions:

1. The applicant requesting the clinical practice option must hold a valid regular elementary license, a valid interim or emergency license or a valid trade, industry, technical, and health occupations interim license and be employed under contract by an approved school during the clinical practice. The clinical practice option is not intended to be used by applicants who are not under contract and would not need release time from those contracts to complete a regular student teaching experience.
2. The clinical practice option must be approved by the education standards and practices board before it begins as part of the applicant's program of study toward regular licensure and must be conducted under the supervision of a state-approved college of teacher education. Criteria and evaluations for successful completion of the clinical experience must parallel and meet or exceed those the college of teacher education applies to student teaching experiences and the clinical practice must be at the appropriate grade levels for the licensure sought.
3. The school employing the applicant and the applicant must submit letters to the education standards and practices board requesting the clinical practice option and verifying their support of the agreement.
4. The clinical practice option must require a minimum of ten weeks of close supervision, which includes an equitable combination of daily meetings with or observations of the applicant at the beginning of the experience, by an onsite teacher meeting the qualifications for cooperating teachers under section 67.1-02-01-02 and by the school building principal or other supervisor responsible for evaluations of teachers under North Dakota Century Code sections 15.1-15-01 and 15.1-15-04 and must include onsite visits by college supervisors which meet or exceed the requirements for student teacher supervision under section 67.1-02-01-03.
5. The clinical practice option includes mentoring of the applicant for at least one school year by the onsite cooperating teacher and may also include mentoring by an offsite content area specialist. The mentoring occurs outside of the applicant's regular teaching assignment time and meets or exceeds the contact that would occur in a ten-week, full-time student teaching experience.
6. Upon completion of the clinical practice option, documentation of evaluations and transcripts verifying successful completion of the clinical practice will be provided through the college of teacher education to the education standards and practices board.
7. Applicants holding valid interim or emergency licensure under section 67.1-02-04-01 or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 who have successfully completed all of the other requirements for regular two-year initial licensure under section 67.1-02-02-02, except for ten weeks of supervised student teaching, may use the successful clinical practice meeting the conditions of this section to fulfill the student teaching requirement.

**History:** Effective August 1, 2002; July 1, 2004.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10

## **TRANSITION TO TEACHING**

### **STANDARDS, BENCHMARKS & EXAMPLES OF SUPPORTING KNOWLEDGE**

The Transition to Teaching Standards, Benchmarks, and Examples of Supporting Knowledge are designed to give purpose and direction to the professional development activities offered through the Transition to Teaching Program (T2T). They will be used in a variety of ways:

- To provide direction to the project co-directors in designing the seminars;
- To assist the participants in identifying their individual needs and assessing their progress in professional development;
- To guide the mentors, content specialists and administrators when giving support and direction to their participant.

The Transition to Teaching Standards, Benchmarks, and Examples of Supporting Knowledge are in draft form. Changes are anticipated in content and design throughout the project. Input for refining this document will be solicited from T2T participants, from the Transition to Teaching Management Team, and from faculty at the participating colleges and universities.

### **THE TRANSITION TO TEACHING STANDARDS**

#### **Standard 1: DESIGNING INSTRUCTION**

The participant will design effective instruction.

#### **Standard 2: ESTABLISHING THE LEARNING ENVIRONMENT**

The participant will establish an environment conducive to teaching and learning.

#### **Standard 3: IDENTIFYING, SELECTING AND UTILIZING INSTRUCTIONAL RESOURCES**

The participant will identify, select and utilize instructional resources to enhance effective teaching and learning.

#### **Standard 4: DELIVERING INSTRUCTION**

The participant will deliver effective instruction.

#### **Standard 5: ASSESSING STUDENT PERFORMANCE**

The participant will apply effective student assessment strategies.

#### **Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR**

The participant will exemplify the role of a professional educator.

*The Standards and Benchmarks were developed by August Ritter and Gerald Roth and edited by Karen Botine. A reference list is attached.*

## **Standard 1: DESIGNING INSTRUCTION**

The participant will design effective instruction.

### **Benchmarks**

- 1.1 Develop instructional goals that are based on the school and/or district/state/national standards, the school philosophy and the school improvement plan, that represent high expectations for students, are clearly stated and understood by the teacher and the students, and are measurable.
- 1.2 Recognize typical developmental characteristics of a given age group of students and exception to the patterns.
- 1.3 Utilize knowledge of student needs, interests, learning styles, ethnicity and cultural heritage in selecting the goals, and the teaching/learning and assessment strategies.
- 1.4 Follow approved formats for short and long range planning.
- 1.5 Demonstrate extensive content and pedagogical knowledge.
- 1.6 Build on knowledge from previous instruction.
- 1.7 Display continuing search for best practices.
- 1.8 Maintain a balance between hands-on and minds-on activities that encourage students' enthusiasm and conceptual development.
- 1.9 Involve students in co-curricular and/or extra-curricular activities that allow students to practice learned skills, concepts and dispositions.

## **Standard 1: DESIGNING INSTRUCTION**

The participant will design effective instruction.

### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 1.1 school/district philosophy and related content standards; related state and national standards; curriculum mapping; personal educational philosophy; school improvement plan; school/district/state student assessment programs
- 1.2 developmental and psychological dimensions – Bruner, Piaget, Vygotsky, Rogers, & Gardner; influence of factors such as culture, economic status, and type of family unit on all aspects of development
- 1.3 knowledge of learning styles, learning style assessment techniques and instruments; the influence of learning styles on learning and assessment; influence of culture on teaching, learning, and assessment; how differences in needs and interests are accommodated through multiple instructional strategies
- 1.4 lesson and unit plan format prescribed by the school/district and/or utilized in the content area; value of short- and long-range planning; research on planning for instruction; resources to facilitate planning; utilizing technology to facilitate planning; strategies for assessing effectiveness of planning
- 1.5 basic knowledge of the content to be taught; strategies for measuring prior knowledge; appropriate sequence for teaching content; appropriate increments of learning; means for determining the appropriate level of difficulty of content; means for assessing effectiveness of the instructional process; traditional and technical research skills
- 1.6 value of basing instruction on prior knowledge; knowledge of prerequisite skills for current instruction; sources and procedures for identifying prerequisite skills
- 1.7 application of best educational practices; currency and variety of instructional and assessment strategies and resource materials classroom management strategies
- 1.8 research on categories of instructional strategies that affect student achievement
- 1.9 policies governing co-curricular and extra-curricular activities; knowledge of existing co-curricular and extra-curricular programs; resources and techniques for planning, establishing, and evaluating student organizations



## **Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT**

The participant will establish an environment conducive to teaching and learning.

### **Benchmarks**

- 2.1 Model genuine caring and respect for the diverse ideas, skills and experiences of individual students. Require the same of the students in the classroom.
- 2.2 Develop and maintain an atmosphere of trust and respect.
- 2.3 Use teaching methods that demonstrate the importance of the students learning the course content.
- 2.4 Communicate to the students positive expectations for their success.
- 2.5 Establish and implement, with student input, classroom procedures for group work, transitions, distribution of materials and resources, and performing non-instructional duties.
- 2.6 Develop and implement, with student input, a classroom management plan that is based on the school/district discipline policy.
- 2.7 Organize instructional resources and physical space to facilitate effective teaching/learning.
- 2.8 Engage students in designing the learning environment.

## **Standard 2: ESTABLISHING THE TEACHING AND LEARNING ENVIRONMENT**

The participant will establish an environment conducive to teaching and learning.

### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 2.1 types of diversity – ethnic, cultural, developmental, gender, abilities, interests, and physical, mental or emotional impairments; implications of diversity for teaching and learning; laws and regulations that influence how certain types of diversity must be addressed in the classroom
- 2.2 variables critical to a trusting relationship; importance of modeling desired behaviors by the teacher and students
- 2.3 relationship between the importance of content and its application; relationship between enthusiasm shown by the teacher and student performance; appropriate ways to recognize student success
- 2.4 knowledge level of the students; order in which concepts and skills are to be taught; relationship between teacher expectations and student performance
- 2.5 strategies for: organizing group work (e.g. – pre-teaching the rules), distribution and collection of materials, and performing non-instructional tasks; research on the relationship between classroom organization, instructional time, and student performance
- 2.6 behavioral characteristics of students at a given age or grade level; comfort level of the teacher relative to: classroom noise level, interruption by students, movement of students in the classroom, etc.; characteristics of various classroom management programs; school/district discipline policies; relationship between teacher preparation (teaching/learning strategies) and student behavior; influence of classroom design and arrangement
- 2.7 safety requirements for storing and/or utilizing materials and equipment or for conducting potentially hazardous activities; school/district policies on the use of materials and equipment; environmental needs of individual students; availability of materials and equipment at a given time (sharing with other instructors); influence of classroom design
- 2.8 relationship between the physical environment and motivation for teaching/learning; relationship between student support and student involvement in developing the teaching/learning environment

### **Standard 3: IDENTIFYING, SELECTING AND UTILIZING INSTRUCTIONAL RESOURCES**

The participant will identify, select and utilize instructional resources to enhance effective teaching and learning.

#### **Benchmarks**

- 3.1 Align instructional resources with the goal(s) and objective(s) of the lesson, instruction and assessment strategies, and the needs and interests of the students.
- 3.2 Utilize instructional resources found within the building, school district, region, state and/or national levels in ways that facilitate the teaching/learning of course content. Establish a procedure to identify and access the resources.
- 3.3 Establish and maintain school- and individual program-based student organizations to enhance teaching/learning opportunities for teachers and students.
- 3.4 Establish and maintain community-based support groups to enhance teaching/learning opportunities for teachers and students.
- 3.5 Develop short and long-range plans for acquiring and updating instructional resources.
- 3.6 Maintain accurate records of instructional resources.

### **Standard 3: IDENTIFYING, SELECTING AND UTILIZING INSTRUCTIONAL RESOURCES**

The participant will identify, select and utilize instructional resources to enhance effective teaching and learning.

#### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 3.1 procedure for aligning lesson goals and objectives, instructional and assessment strategies, resources, and student needs; best educational practices for the respective course; school/district prescribed instructional resources for respective course
- 3.2 names of resource persons or organizations located within and outside the school/district; sources for content-related print, audio-visual, and manipulative materials located within and outside the school/district; policies and financial resources for securing instructional resources; sources of grants; grant-writing skills; policies and procedures for field trips; proficiency in using technology to secure human and material resources
- 3.3 school policies and regulations that govern student organizations; student organizations presently existing in the school; names of student organizations whose goals and activities would enhance instruction and achievement in the respective discipline; regional, state, and national affiliations of existing or potential student organizations
- 3.4 school policies and regulations that govern the establishment of sponsorships for student organizations; roles and responsibilities of advisory committees; present sponsors of student organizations and/or student activities; existing advisory committees for school programs and student groups or organizations; school policies and regulations that govern the establishment of field-based student education programs
- 3.5 systems for inventorying various types of resources; proficiency in using technology to facilitate accurate record keeping
- 3.6 current inventory of instructional materials; funding sources and amount of available funds for expanding and/or replacing instructional resources; school/district policies and procedures for replacing instructional resources; inventory requirements specified by funding sources

## **Standard 4: DELIVERING INSTRUCTION**

The participant will deliver effective instruction.

### **Benchmarks**

- 4.1 Demonstrate a belief that every child is capable of learning.
- 4.2 Align instructional strategies with the specific content, recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.3 Design and deliver instruction in ways that facilitates active student involvement in both processes.
- 4.4 Use the results of assessments at different levels and in a variety of ways to improve teaching and learning.
- 4.5 Choose teaching and assessment strategies that are compatible with one another.
- 4.6 Provide opportunity for students to accept responsibility for their learning.
- 4.7 Use questioning as a technique for both teaching and assessing students.
- 4.8 Make modifications on the existing lesson plan to meet changing circumstances.
- 4.9 Provide high quality feedback to the students in a timely manner.

## **Standard 4: DELIVERING INSTRUCTION**

The participant will deliver effective instruction.

### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 4.1 students learn in a variety of ways; importance of accommodating the varying needs and interests of all students; relationship between student expectation and student performance
- 4.2 relationship between teaching strategies and course content; importance of repeated experiences with new learning; importance of giving oral and written directions clearly and precisely; anticipating possible student misunderstanding; terminology pertinent to the class
- 4.3 importance and process of involving students in the selection of goals, instructional and assessment strategies, and instructional resources; connection between minds-on/hands-on activities and mental engagement; various “teacher directed” and “student directed” teaching/learning strategies and functions of each; design and functions of groups to enhance engagement
- 4.4 strategies for assessing instructional goals; appropriate student performance level for a given standard; authentic assessment methods
- 4.5 relationship between student learning, assessment, and individual student needs
- 4.6 strategies that teach students how to learn – note taking, graphic organizers, etc.; variation in time students need to learn; importance of clarifying student expectations
- 4.7 levels or types of questions (Bloom’s Taxonomy, etc.); strategies for facilitating dialogue (discourse) among students and between teacher and students to promote questioning; managing student participation in discussion ( basketball discussion pattern, for example); using questioning as an assessment strategy; three second wait-time and translation wait time; equitable distribution of questions; monitoring questioning patterns
- 4.8 “teachable moments”; factors that influence the pace of instruction; addressing unanticipated events that impact class schedules or student attention; importance of and preparation of “Plan B”
- 4.9 value of constructive feedback to all students; qualities of effective feedback (accurate, constructive, substantive, specific and timely, provided on all significant work)

## **Standard 5: ASSESSING STUDENT PERFORMANCE**

The participant will apply effective student assessment strategies.

### **Benchmarks**

- 5.1 Identify the course content that all students need to know and/or be able to do.
- 5.2 Select assessment strategies that are congruent with the instructional goals, both in content and process.
- 5.3 Involve students in developing the assessment criteria and standards.
- 5.4 Clearly communicate assessment criteria and standards to the students.
- 5.5 Provide alternative ways for students to demonstrate their knowledge, understandings and skills.
- 5.6 Utilize an assessment for different purposes in different situations.
- 5.7 Communicate progress to the student and his/her parent(s) or guardian(s) and other appropriate audiences.

## **Standard 5: ASSESSING STUDENT PERFORMANCE**

The participant will apply effective student assessment strategies.

### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 5.1 school/district curriculum and assessment plan; significance and accuracy of information; student's content knowledge, understanding, thinking process, and disposition
- 5.2 relationship of assessment to the learning of course content; opportunity each student had to learn the content being assessed; assessment strategies that reflect authentic, real-world applications of knowledge and understanding; time-efficiency of assessment strategies; time needed for students to complete assessment
- 5.3 using assessment results to guide students in evaluating, reflecting on, and improving their work
- 5.4 methods for orienting students to types of assessment and content; bias in scoring processes; design of scoring guides, feedback systems, and reporting
- 5.5 recognizing and eliminating cultural, ethnic, and gender stereotypes from assessments; accommodating needs of exceptional students; types of student assessment (selected response, constructed response; short answer, constructed response; products and constructed response; performance)
- 5.6 correlation between diversity in instructional goals and diversity in assessment strategies; each instructional goal can be assessed in some way; appropriateness of assessment strategies to different types of goals; using assessment results to plan for individuals or groups; what is being assessed and by whom; appropriate uses of assessment data
- 5.7 what assessment information to keep on each student; credibility and usefulness of information to its consumers (students, parents, teacher, administrators, policy makers, etc.)



## **Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR**

The participant will exemplify the role of a professional educator.

### **Benchmarks**

- 6.1 Maintain accurate records of student progress, and their instructional and non-instructional activities.
- 6.2 Utilize a variety of media to communicate with parents and guardians, and to provide information about the program to the general public.
- 6.3 Actively contribute to the school and community.
- 6.4 Utilize technology appropriately to design, deliver and assess teaching and learning, and to access professional development opportunities.
- 6.5 Demonstrate a positive attitude (disposition) toward life-long learning.
- 6.6 Obtain evaluative feedback on classroom performance through a variety of sources as a foundation for initiating and maintaining a professional development plan.
- 6.7 Participate in professional development activities that strengthen pedagogical and subject content knowledge.
- 6.8 Join and actively support local, state and/or national professional organizations.

## **Standard 6: THE PARTICIPANT AS PROFESSIONAL EDUCATOR**

The participant will exemplify the role of a professional educator.

### **Examples of Specific Knowledge that Support the Standards and Benchmarks**

- 6.1 procedures to accurately and effectively communicate with students, parents and others with vested interest; systems to maintain: records of students' skill development and participation in co-curricular or related extra-curricular activities, records of out-of-class activities, inventories of supplies and materials, teacher's non-instructional duties; opportunities provided for students to maintain and contribute to non-instructional records
- 6.2 systems for communicating to parents such knowledge as: grading procedures, homework expectations, classroom management, student progress/success or needed improvement; utilization of communication procedures such as: newsletters, back-to-school night, parent-teacher conferences, telephone and e-mail contacts, class open house for viewing students' projects, science fairs and art shows; utilizing parents and community members as resource persons in the classroom
- 6.3 contributions to the school, such as: serving on and/or leading committees, assisting with extra-curricular activities, participating in parent groups or organizations, welcoming and/or mentoring new teachers, providing supervision at student events outside of school hours; contributions to the community, such as: participating in community functions and events, belonging to and/or leading community organizations
- 6.4 create student materials; short- and long-range planning and implementation of such plans; use databases to keep student grades and other records; integration of curriculum; provide opportunities for students to become actively engaged in their learning and create their own knowledge through technology; use the internet as a resource for lesson plans and assessment strategies, to conduct research on instructional content, and to participate in discussions on topics related to the content area or pedagogy
- 6.5 continued development of professional skills; commitment to staying at the top of the profession; exercise leadership; knowledgeable about instructional content and the latest research in pedagogy; concerned for the well-being of students; advocate for all students; demonstrate commitment to professional standards in problem solving and decision making; maintain an open mind and a willingness to attempt new approaches
- 6.6 understand the process and merits of reflection; solicit feedback relative to teaching strengths and areas of improvement from students, parents and other educators; augment

formative self evaluation (through video and tape recording of teaching) with the expertise of professional outside evaluators; progress from reflecting on feedback to identifying and addressing areas that need further development in pedagogical and subject content knowledge; develop short- and long-range professional development plans with a built-in monitoring system to measure and record growth

- 6.7 conduct research and share results with colleagues; periodically serve as cooperating teacher for student teachers; join or organize a support group; participate in peer coaching; access current information through attendance at local, regional, state and national conferences, as well as through personal study (reading professional literature, listening to tapes, viewing videos); observe effective teachers; share knowledge/expertise by contributing to publications and making presentations
- 6.8 involvement in relevant local, regional, state, and national professional organizations; knowledgeable about the benefits of belonging to a professional organization; support professional organizations through active involvement (beyond attendance at meetings)

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# Transition to Teaching Program

## Role Responsibilities for Clinical Practice

Transition to Teaching (T2T) is an alternative teacher preparation program for persons entering teaching with an interim license issued by the Education Standards and Practices Board or a Trade, Industry, Technical, and Health Careers (TITH) 2-year provisional credential through the Department of Career and Technical Education. The program is designed to help these persons meet North Dakota requirements for renewal of current licenses and to work toward regular licensure.

The first year of Transition to Teaching is the clinical practice, which allows participants to meet student teaching requirements and complete the course “*Introduction to Teaching*” while carrying out their regular teaching responsibilities. Role responsibilities for each person who must be involved in or provide support for the clinical practice are outlined on the following pages.

# Role of the Participant

## Fall Semester

- ☐ The participant will meet the program requirements established by his or her participating university and the interim (emergency) licensure requirements established by the ESPB or, for Trade, Industry, Technical and Health Careers instructors, the TITH certification requirements of the Department of Career and Technical Education (DCTE).
- ☐ The participant will fulfill the requirements for the course “Introduction to Teaching” by participating in the scheduled seminars and completing all assignments.
- ☐ The participant will begin Clinical Practice. This will be accomplished during the participant’s teaching time at the school and through his/her work with the mentor, building administrator, and content specialist. In addition, Clinical Practice topics will be part of the seminars scheduled during fall semester.
- ☐ The participant agrees to be closely supervised by the mentor and building administrator during the initial ten weeks of clinical practice. This will include a minimum of one full-class observation weekly by the mentor and three full-class observations during the ten weeks by the building administrator. Each mentor or administrator observation will be followed by a post conference.
- ☐ The participant will keep a log of observations and conferences as well as a journal record of discussion items and reflections on daily events.
- ☐ The participant will observe the mentor or another teacher for an entire class period at least once per week followed by a post conference with the mentor.
- ☐ Following the first ten weeks of Clinical Practice, the participant and mentor will participate in a weekly review and discussion of the participant’s journal notes and other questions, concerns, or accomplishments.
- ☐ The participant will observe a parent/teacher conference conducted by the mentor or another teacher.
- ☐ The participant will observe an IEP meeting.
- ☐ The participant will make the initial contact and establish a working relationship with the assigned content specialist. The content specialist will serve as a resource for questions and concerns related to the participant’s instructional content area.

# **Role of the Participant**

(continued)

## **Spring Semester**

- ☐ The participant will continue Clinical Practice. This will be accomplished during the participant's teaching time at the school and through his/her work with the mentor, building administrator, and content specialist, and by attending the scheduled seminars and completing all assignments.
- ☐ As part of the Clinical Practice II requirement, the participant will attend the scheduled seminars and complete all assignments.
- ☐ The participant and mentor will meet monthly. The participant will continue to document the meetings on the log and in his/her journal.
- ☐ The participant will continue to work with the assigned content specialist as needed.
- ☐ The participant will prepare a 5- to 10-minute presentation that illustrates his/her professional growth during the clinical practice year. This presentation may be in the form of a project, activity, or change in teaching strategy that was implemented during the school year and an assessment of the results. This presentation will be given to the group at the "Celebration of Success", the final seminar of the year.

# **Role of the Mentor**

## **Fall Semester**

- ☐ The mentor shall meet qualifications for a cooperating teachers specified in ESPB Administrative Rules, Section 67.1-02-01-02 (a 2 semester or 3 credit hour course in supervision of student teachers or a comparable inservice activity. The mentor's participation in three specified Clinical Practice seminars (on lesson planning/classroom management, alternative assessments, and the "Celebration of Success") meets this requirement.  
NOTE: Mentors are welcome at any and all of the seminars.
- ☐ The mentor will participate in the first Clinical Practice seminar.
- ☐ The mentor will provide close supervision of the participant for the initial ten weeks of clinical practice. This will include conducting a minimum of one full-class observation of the participant per week followed by a post conference. Written reports will be submitted to the project director and, if requested, to the participant's university.
- ☐ The mentor will allow one full-class observation per week of him/herself or other teachers by the participant followed by a post conference with the mentor.
- ☐ Following the first ten weeks, the mentor and participant will participate in a weekly review and discussion of participant's journal notes and other questions, concerns, or accomplishments.
- ☐ The mentor will allow the participant to observe a parent/teacher conference conducted by the mentor or arrange for the participant to observe another teacher conducting a conference.
- ☐ The mentor will arrange for the observation of an IEP meeting by the participant.

## **Spring Semester**

- ☐ The mentor will conduct monthly meetings with the participant.
- ☐ The mentor will attend the initial and final Clinical Practice seminars with the participant.
- ☐ The mentor will advise the participant in developing his/her presentation for the final seminar.



## **Role of the Building Administrator**

- ☐ The building administrator will provide close supervision of the participant during the initial ten weeks of the clinical practice.
- ☐ The building administrator will conduct three full-class observations of the participant throughout the initial ten-week period. Each observation will be followed by a post conference with the participant.
- ☐ The building administrator will complete participant evaluation forms as required by the Transition to Teaching program, and if requested, by the participant's university.

## **Role of the Content Specialist**

- ☐ The content specialist will establish a relationship with the assigned participant(s) at the beginning of the school year.
- ☐ The content specialist will serve as a resource to the assigned participant(s) on course content and other issues related to the management and delivery of the instructional program.
- ☐ The content specialist may identify and facilitate connections with other experienced instructors who can also serve as resource or support persons for the participant.

## **Role of the Teacher Education Program**

- ☐ The teacher education program will work with the participant to develop a professional educational plan of study that meets the requirements for regular licensure.
- ☐ The teacher education program will arrange for the issuance of course credit.
- ☐ The teacher education program will monitor the clinical practice experience of the participant in the same manner as for students completing the regular student teaching experience.
- ☐ The teacher education program will provide documentation to ESPB verifying the participant's successful completion of the clinical practice and other requirements for regular licensure.

## **Role of the Local Education Agency or Career & Technology Center**

- ☐ The LEA/Career & Technology Center will submit the *Interim Licensure Clinical Practice Plan Authorization* (SFN 52869) to the ESPB requesting the clinical practice option for the participant and verifying local support of the clinical practice requirements.
- ☐ The LEA/Career & Technology Center will contract with the mentor and content specialist and will compensate each as recommended by the Transition to Teaching program.

# **Role of the Department of Career and Technical Education (DCTE)**

- ☐ The DCTE will serve as the fiscal agent for the Transition to Teaching program, fund certain project activities for CTE participants, and approve the financial arrangements with the LEAs/Career and Technology Centers.
- ☐ The DCTE will monitor all project activities.

## **CTE Program Supervisors**

- ☐ The program supervisor will meet with the participant(s) from his/her program area early in the school year to determine what kinds of technical assistance and other support each participant needs.
- ☐ The program supervisor and the CTE participant will communicate as needed during the year to discuss any issues, questions, and to see how things are going.
- ☐ The program supervisor will attend at least one seminar during the year.
- ☐ The program supervisor will conduct on-site visits with CTE participants in conjunction with his/her role as a program supervisor or to assist the teacher education program in monitoring and assessing participant progress.
- ☐ The program supervisor will conduct training as needed for groups of participants with similar needs.
- ☐ The program supervisor will inform the project director of identified participant needs that may need to be included or reviewed in the Clinical Practice seminars.

## **Role of the Education Standards and Practices Board (ESPB)**

- ☐ The ESPB will monitor all licensure aspects of Clinical Practice and the entire Transition to Teaching Program.
- ☐ The ESPB will process all requests for the clinical practice option from LEAs/Career and Technology Centers.
- ☐ The ESPB will maintain records of participants' successful completion of the clinical practice and progress in meeting the requirements for regular licensure.

## **Role of the Project Director**

- ☐ The director will develop an annual implementation plan for the Transition to Teaching Program in general and for specific activities of the Clinical Practice seminars.
- ☐ The director will conduct area recruitment meetings.
- ☐ The director will gather data to determine whether participants meet requirements for financial support through the Transition to Teaching grant.
- ☐ The director will make contacts with administrators, participants, mentors, and content specialists relative to project activities.
- ☐ The director will work closely with the mentors to monitor the field experiences of the participants.
- ☐ The director will arrange for and/or provide information on courses and other professional development activities for participants and mentors.
- ☐ The director will work with individual participants to resolve difficulties encountered as the participants implement their professional education plans.
- ☐ The director will maintain records on each participant.
- ☐ The director will submit a project assessment at the end of each program year.

**TRANSITION TO TEACHING**  
**Tentative Seminar Schedule & Topics**  
**2005-06**

**FALL SEMESTER**

- September 10, 2005   Seminar #1   9:00 a.m. – 3:30 p.m.   Comfort Inn, Bismarck  
Focus: Planning for Instruction  
Classroom Management  
Standards Addressed: #1 – Designing Instruction  
#2 – Establishing the Learning Environment
- September 12, 2005   Suggested starting date for Clinical Practice
- October 8, 2005   Seminar #2   9:00 a.m. – 3:00 p.m.   Youth Correctional Center, Mandan  
Focus: Meeting the diverse needs of students  
Standards Addressed: # 1 – Designing Instruction  
# 4 – Delivering Instruction
- November 19, 2005   Seminar #3   9:00 a.m. – 3:00 p.m.   Location TBA  
Focus: Alternative Assessments  
Standards Addressed: #5 – Assessing Student Performance

**SPRING SEMESTER**

- January 6-7, 2006   Seminar #4   Friday, 7:00 – 10:00 p.m.   Location TBA  
Saturday, 8:00 a.m. – 2:00 p.m.  
Focus: Learning Styles  
Multiple Intelligences  
Standards Addressed: # 1 – Designing Instruction  
# 2 – Establishing the Learning Environment  
# 4 – Delivering Instruction
- February 10-11   Seminar #5   Friday, 7:00 – 10:00 p.m.   Location TBA  
Saturday, 8:00 a.m. – 2:00 p.m.  
Focus: The Community as Learning Site and Resource  
Standards Addressed: #3 – Identifying, Selecting and Utilizing  
Instructional Resources
- April 22   Seminar #6   9:00 a.m. – 3:00 p.m.   Location TBA  
“Celebration of Success”  
Focus: Presentations by Participants  
Ongoing Professional Development  
Standards Addressed: #6 – The Participant as Professional Educator

## TRANSITION TO TEACHING

### Financing the Clinical Practice Experience

*(School districts may use ESEA Title II Part A funds for professional development activities to raise Transition to Teaching participants to “highly qualified” status.)*

Cost Category	Funding Source(s)
---------------	-------------------

Participant

- | Tuition  | Participant and/or LEA |
|--|------------------------|
| <i>a. Participants whose schools meet the grant requirements will qualify for stipends upon successful completion of clinical practice requirements. (\$300/seminar for a maximum of \$2,100; \$150 per credit hour for additional course work beyond the clinical practice)</i> |                        |
| <i>b. CTE participants whose schools do not meet the grant requirements will qualify for a stipend of \$1,000 upon successful completion of clinical practice requirements.</i>  |                        |
| <i>c. Tuition rates vary by university. For participants working through Valley City State University, a flat fee of \$1,000 has been established for the 15 credits that include Clinical Practice and the course “Introduction to Teaching”.</i>                               |                        |

- | Travel | LEA (LEAs with CTE-funded programs may include participant travel on the revised budget (state funds) for the participant’s CTE program or use Perkins funds. |
|--------|---|
|--------|---|

Mentor (equivalent of a cooperating teacher)

- | Stipend - \$800   | LEA |
|---|-----|
| <i>a. The university typically provides a payment to a school that has a student teacher. It is recommended that local funds make up the difference between that payment and the recommended \$800. If a CTE participant is being mentored, Perkins funds may be used for the mentor’s stipend.</i> |     |
| <i>b. Because of the tuition reduction, VCSU will <u>not</u> provide a payment to the LEA for the work of the cooperating teacher.</i>  |     |

- | Travel | LEA (If the mentor is a CTE instructor, mentor travel to seminars may be included on the revised budget for the mentor’s CTE program. Perkins funds may also be used.) |
|--------|--|
|--------|--|

Content Specialist

- | Stipend - \$350 | DCTE (for CTE participants)<br>LEA (for all other participants) |
|-----------------|---|
|-----------------|---|

- | Travel (if needed) | LEA (If the content specialist is a CTE instructor, travel may be included on the revised budget for his/her CTE program, or Perkins funds may be used.) |
|--------------------|--|
|--------------------|--|

## **TRANSITION TO TEACHING (Clinical Practice Year)**

### **Evaluation and Journaling Expectations**

Each university participating in the Transition To Teaching (T2T) program has developed evaluation forms that are to be utilized by the mentor (the equivalent of a cooperating teacher for a student teacher) in assessing the on-going professional growth of his/her participant. The universities have also established guidelines for administering the forms. The evaluation schedule and design of the instrument(s) vary greatly from university to university. Some institutions require a weekly evaluation and provide forms specifically designed for that purpose. Other institutions may require only a mid-term and an end-of-term evaluation. The required forms and guidelines are distributed directly to the mentor from the university.

MENTOR: Please study the forms and guidelines very carefully before beginning the observation process.

#### **Mentor Observations & Mentor/Participant Conferences**

One of the responsibilities listed under the Role of the Mentor in the *Role Responsibilities for Clinical Practice* states, "The mentor will provide close supervision for the initial ten weeks of the clinical practice. This will include conducting a minimum of one full-class observation of the participant per week followed by a post conference. Written reports will be submitted to the project director." The completed weekly evaluation form provided by the participant's university is to be shared at the participant/mentor conference. If the university does not have a form for weekly observation, the mentor is to develop a written report for that purpose. It is critical that written documentation be kept by the participant and mentor from each conference, and that the conference also be recorded on the participant's log.

The mentor and participant will also confer after the participant has observed the mentor or another instructor.

Once the first ten weeks have been completed, the participant and mentor will continue weekly conferences. Observations are not required, but are encouraged where the participant and mentor identify a reason for doing so (such as additional opportunities to observe other teachers in the school system).

#### **Participant Journal**

The fifth bullet under Role of the Participant in the *Role Responsibilities for Clinical Practice* states that, "The participant will keep a journal documenting observations, post-conferences, and seminars along with a record of and reflections on daily events." The journal notes will serve as one guide for participant-mentor discussions, and will also enable the participant to observe how he/she has grown professionally during the clinical practice year. Reviewing the journal notes periodically will also enable participant and mentor to identify recurring concerns or areas of teaching responsibility that should be given extra attention.

**PARTICIPANT:** One activity to fulfill the journaling requirement is to complete the weekly Reflection Journal form found in the participant's three-ring binder. It is suggested that this form be used on Friday to summarize the experiences of the entire week. Use the forms in the sequence suggested for the first six weeks and then "recycle" the forms that are most appropriate for the remainder of the clinical practice.

Journaling topics for days when the Reflection Journal is not used may include lesson critiques, highlights of meetings, comments on professional reading, and brief summaries of classroom events along with the participant's reflections on those events. Depending on the participant's needs, the participant and mentor may jointly identify specific topics for the participant to reflect on in the days following a participant/mentor conference.

The primary purpose of journaling is professional growth. Journaling gives the participant experience in:

- Noting significant educational events in his/her teaching career;
- Reflecting on the consequences of those events as a professional educator; and,
- Making adaptations as necessary.

**THE DIFFERENCE BETWEEN THE TEACHER WITH TWENTY-FIVE YEARS OF EXPERIENCE AND THE TEACHER WITH ONE YEAR OF EXPERIENCE TWENTY-FIVE TIMES IS THAT THE LATTER DOES NOT REFLECT ON HIS/HER EXPERIENCES, AND SO DOES NOT MAKE CHANGES OR GROW PROFESSIONALLY.**

To make the clinical practice experience successful participant and mentor must fully understand their own and each other's role responsibilities. If you have not already done so, schedule a conference as soon as possible to clarify the expectations each of you has of the other. A candid discussion early in the clinical practice may avoid complications later. For further information, contact the Transition to Teaching (T2T) program director.



# TRANSITION TO TEACHING

## Reflection Journal 1

**Date:**

**Focus: SELF**

**Significant events for me this week were . . .**

**As a result of these events, I have learned . . .**

**I realize that I need to know more about . . .**

**This week I am most proud of my . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## TRANSITION TO TEACHING Reflection Journal 2

**Date:**

**Focus: SELF**

**I am excited by the opportunity to . . .**

**I have noticed that I am doing well with . . .**

**I am curious about . . .**

**By the end of this semester, I want to be able to . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## **TRANSITION TO TEACHING**

### **Reflection Journal 3**

**Date:**

**Focus: TASK**

**Reflecting on my classroom management, I realize that  
when I . . .**

**my students . .**

**Strategies I want to remember include . . .**

**At this point, I know I can control . . .**

**By the end of the year, I will be able to . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## TRANSITION TO TEACHING

### Reflection Journal 4

**Date:**

**Focus: TASK**

**Regarding my use of time, I have noticed . . .**

**I am pleased when I . . .**

**Managing paperwork and other tasks is easier for me when . . .**

**My biggest question about feeling professionally in control is . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## **TRANSITION TO TEACHING**

### **Reflection Journal 5**

**Date:**

**Focus: IMPACT**

**As a result of my instruction this week, my students can . . .**

**I am thinking about the following changes in curriculum . . .**

**If I could relive one day or class this week, it would be . . .**

**Given what I know now, I would change . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## **TRANSITION TO TEACHING**

### **Reflection Journal 6**

**Date:**

**Focus: TASK**

**The most important lesson I've learned this year is . . .**

**In thinking about other colleagues, it would be interesting to work  
with . . .**

**on . . .**

**I can contribute to the professional school community by . . .**

**In thinking about school goals and projects, I need to know more about . . .**

<b>My Information Needs</b>	<b>My Resource/Material Needs</b>

## **TRANSITION TO TEACHING**

### **Beginning Teacher Self-Assessment Inventory**

In the categories below, indicate the response for each item that best matches your concern or level of need:

- 1 – I am really anxious about this.
- 2 – I'm OK, but it would be good to talk about this.
- 3 – I've got this under control, at least for now.

Review this inventory with your mentor to set goals for learning and support.

#### **Information About Policy and Procedures**

- ☐ The teacher-evaluation system
- ☐ Paperwork and deadlines
- ☐ My principal's expectations
- ☐ Expectations of my colleagues
- ☐ Communicating with parents
- ☐ Standardized tests

#### **Accessing Resources**

- ☐ Organizing/setting up my classroom
- ☐ Accessing instructional materials and resources
- ☐ Arranging field trips
- ☐ Ordering materials
- ☐ Using the library and media resources
- ☐ Working with special services

#### **Working with Students**

- ☐ Establishing classroom routines
- ☐ Motivating reluctant learners
- ☐ Maintaining student discipline
- ☐ Assessing student needs
- ☐ Differentiating instruction for individual learners
- ☐ Implementing the curriculum
- ☐ Evaluating student progress

#### **Managing Time**

- ☐ Organizing my day/week
- ☐ Lesson planning
- ☐ Following the daily/weekly schedule
- ☐ Attending meetings
- ☐ Supervising student activities
- ☐ Opportunity for professional Development
- ☐ Maintaining personal/professional balance

Other areas I'd like to address:

Questions about the participant/mentor relationship:

## PARTICIPANT SELF-ASSESSMENT OF PROGRESS

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**On a scale of one (1) to ten (10), with ten being the highest score, rate your comfort level TODAY on each of the following teacher functions.**

<u>Teacher Function</u>	<u>Present Comfort Level</u>
1. Having my mentor observe me while I am teaching.	_____
2. Discussing with my mentor his/her observations of my teaching.	_____
3. Having my administrator observe me while I am teaching.	_____
4. Dealing with a disruptive student in the classroom.	_____
5. Contacting the parents of a disruptive student.	_____
6. Using standards to determine the purpose of my lesson.	_____
7. Designing an effective lesson plan.	_____
8. Using hands-on inquiry instructional materials (manipulative).	_____
9. Using alternative assessment strategies.	_____
10. Matching my instructional strategies to the students' learning styles.	_____
11. Using community resources as teaching tools.	_____
12. Being able to accommodate the needs of diverse learners in my classroom.	_____
13. Being confident and free of anxiety when presenting a lesson to the class.	_____

**Comments:**



## CLINICAL PRACTICE LOG (Fall Semester)

**Participant:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

### **Week #1**

### **Date/Time**

### **Notes**

Observation by Mentor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

Observation of Mentor or  
Other Instructor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

*Evaluation Form*

*Journal Notes*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(mentor initials)

### **Week #2**

### **Date/Time**

### **Notes**

Observation by Mentor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

Observation of Mentor or  
Other Instructor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

*Evaluation Form*

*Journal Notes*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(mentor initials)

### **Week #3**

### **Date/Time**

### **Notes**

Observation by Mentor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

Observation of Mentor or  
Other Instructor

\_\_\_\_\_

\_\_\_\_\_

Post-Conference

\_\_\_\_\_

\_\_\_\_\_

*Evaluation Form*

*Journal Notes*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(mentor initials)

## CLINICAL PRACTICE LOG (Fall Semester)

Week #4	Date/Time	Notes
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials)      (mentor initials)

Week #5	Date/Time	Notes
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials)      (mentor initials)

Week #6	Date/Time	Notes
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials)      (mentor initials)

## CLINICAL PRACTICE LOG (Fall Semester)

<b>Week #7</b>	<b>Date/Time</b>	<b>Notes</b>
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		<div style="text-align: center;"> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> <div style="display: inline-block; width: 4%;"></div> <div style="display: inline-block; width: 48%; border-top: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>(participant initials)</span> <span>(mentor initials)</span> </div>

<b>Week #8</b>	<b>Date/Time</b>	<b>Notes</b>
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____ _____
<i>Journal Notes</i>		_____ _____
		<div style="display: flex; justify-content: space-around;"> <span>_____ (participant initials)</span> <span>_____ (mentor initials)</span> </div>

<b>Week #9</b>	<b>Date/Time</b>	<b>Notes</b>
Observation by Mentor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
Observation of Mentor or Other Instructor	_____	_____ _____ _____
Post-Conference	_____	_____ _____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		<div style="display: flex; justify-content: space-around;"> <span>_____ (participant initials)</span> <span>_____ (mentor initials)</span> </div>

## CLINICAL PRACTICE LOG (Fall Semester)

<b>Week #10</b>	<b>Date/Time</b>	<b>Notes</b>
Observation by Mentor	_____	_____ _____
Post-Conference	_____	_____ _____
Observation of Mentor or Other Instructor	_____	_____ _____
Post-Conference	_____	_____ _____
<i>Evaluation Form</i>		_____
<i>Journal Notes</i>		_____
		_____ (participant initials)
		_____ (mentor initials)

<b>Week #11</b>	<b>Date/Time</b>	<b>Notes</b>
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> <span>_____</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-around;"> <span>(participant initials)</span> <span>(mentor initials)</span> </div>

<b>Week #12</b>	<b>Date/Time</b>	<b>Notes</b>
<b>Review Journal</b>		

(participant initials)                  (mentor initials)

<b>Week #13</b>	<b>Date/Time</b>	<b>Notes</b>
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> <span>_____</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-around;"> <span>(participant initials)</span> <span>(mentor initials)</span> </div>

<b>Week #14</b>	<b>Date/Time</b>	<b>Notes</b>
Review Journal	_____	_____ _____
		<div style="display: flex; justify-content: space-around;"> <span>_____</span> <span>_____</span> </div> <div style="display: flex; justify-content: space-around;"> <span>(participant initials)</span> <span>(mentor initials)</span> </div>

## CLINICAL PRACTICE LOG (Fall Semester)

### Week #15

Review Journal

**Date/Time**

\_\_\_\_\_

**Notes**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(mentor initials)

### Week #16

Review Journal

**Date/Time**

\_\_\_\_\_

**Notes**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(mentor initials)

\* \* \* \* \*

Seminars Attended    \_\_\_ September    \_\_\_ October    \_\_\_ November

\* \* \* \* \*

Administrator Observation  
Post-Conference

**Date/Time**

\_\_\_\_\_  
\_\_\_\_\_

**Notes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review Written Evaluation

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(administrator initials)

Administrator Observation  
Post-Conference

**Date/Time**

\_\_\_\_\_  
\_\_\_\_\_

**Notes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review Written Evaluation

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(administrator initials)

Administrator Observation  
Post-Conference

**Date/Time**

\_\_\_\_\_  
\_\_\_\_\_

**Notes**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review Written Evaluation

\_\_\_\_\_

\_\_\_\_\_  
(participant initials)

\_\_\_\_\_  
(administrator initials)

## CLINICAL PRACTICE LOG (Fall Semester)

	<b>Date/Time</b>	<b>Notes</b>
Parent-Teacher Conference		
Observation	_____	_____ _____
IEP Meeting Observation	_____	_____ _____
Content Specialist Contacts	_____	_____ _____
	_____	_____ _____
	_____	_____ _____
Program Director Visit	_____	_____ _____ _____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             _____              (participant initials)           </div> <div style="text-align: center;">             _____              (program director initials)           </div> </div>
University Supervisor Visit	_____	_____ _____ _____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             _____              (participant initials)           </div> <div style="text-align: center;">             _____              (university supervisor initials)           </div> </div>
	_____	_____ _____ _____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             _____              (participant initials)           </div> <div style="text-align: center;">             _____              (university supervisor initials)           </div> </div>
CTE Supervisor Visit (for CTE instructors only)	_____	_____ _____ _____
		<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">             _____              (participant initials)           </div> <div style="text-align: center;">             _____              (CTE supervisor initials)           </div> </div>

**END OF FALL SEMESTER!!!**

**Participant Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## CLINICAL PRACTICE LOG (Spring Semester)

Participant \_\_\_\_\_ Mentor \_\_\_\_\_

**January**                      **Date/Time**      **Notes**  
Participant/Mentor Meeting \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Journal Notes* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(participant initials)      (mentor initials)

**February**                      **Date/Time**      **Notes**  
Participant/Mentor Meeting \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Journal Notes* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(participant initials)      (mentor initials)

**March**                      **Date/Time**      **Notes**  
Participant/Mentor Meeting \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Journal Notes* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(participant initials)      (mentor initials)

**April**                      **Date/Time**      **Notes**  
Participant/Mentor Meeting \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*Journal Notes* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(participant initials)      (mentor initials)

\* \* \* \* \*

Seminars Attended    \_\_\_\_ January    \_\_\_\_ February    \_\_\_\_ April

## CLINICAL PRACTICE LOG (Spring Semester)

	Date/Time	Notes
Administrator Observation	_____	_____
Post-Conference	_____	_____
Review Written Evaluation	_____	_____
		_____ (participant initials)      _____ (administrator initials)
Content Specialist Contacts	_____	_____
	_____	_____
	_____	_____
		_____ (participant initials)
Program Director Visit	_____	_____
		_____
		_____ (participant initials)      _____ (program director initials)
University Supervisor Visit	_____	_____
		_____
		_____ (participant initials)      _____ (university supervisor initials)
CTE Supervisor Visit (for CTE instructors only)	_____	_____
		_____
		_____ (participant initials)      _____ (CTE supervisor initials)

**END OF SPRING SEMESTER!!!**

**Participant Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## **TRANSITION TO TEACHING STAGES OF MENTORING**

**Phase 1.      Developing the Relationship**

Goal: Establishing an environment of comfort, trust, positive rapport, and communication.

**Phase 2.      Determining Mentor Content**

Goal: Tailoring support to mentee's needs.

- Systems information;
- Resources/materials, instructional strategies & processes;
- Emotional support;
- Student management;
- Scheduling & planning;
- Environmental organization;
- Demonstration teaching;
- Parental relationships.

**Phase 3.      Applying Effective Styles and Strategies**

Goal: Guiding mentee to analyze and reflect on his/her teaching and its impacts. This is the point at which true professional growth begins to occur.

**Phase 4.      Disengaging the Relationship**

Goal: To move from a mentor-mentee relationship to one of equal professional colleagues.

At this point the mentee is familiar with available resources and has developed his/her own support system.

### **POSSIBLE ORIENTATION TOPICS**

**1.      School Personnel**

Principal \_\_\_\_\_

Asst. Principal \_\_\_\_\_

Superintendent \_\_\_\_\_

Counselor \_\_\_\_\_

Office Staff \_\_\_\_\_

Custodians \_\_\_\_\_

Library/Media Specialist \_\_\_\_\_

Technology Coordinator \_\_\_\_\_

Special Education Director and Staff \_\_\_\_\_

Title Staff \_\_\_\_\_

Other Support Staff (CTE Resource Educators & Tutors) \_\_\_\_\_

## POSSIBLE ORIENTATION TOPICS (cont.)

2. School district policies and procedures
  - Discipline
  - Fire/disaster drills
  - Student illness/injury; First Aid
  - Teacher absence and how to contact a substitute
  - Basic school rules
  - Faculty meetings
  - Parking
  - School calendar and how to schedule an event
  - Grading policy
  - Record-keeping
  - Computer lab/instructional media center policies
  - Administrative forms and where/how to submit them
  - Homework guidelines
  - Student supervision responsibilities
  - Lunch count & attendance
  - Supplies and teacher work area
  - Basic cleaning supplies
  - Outdoor areas and playground rules
  - Cafeteria rules. Lunch account and meal prices
  - Gymnasium policies and equipment
  - Faculty restrooms
3. Curriculum and related resources (curriculum maps, etc.)

## OPTIONS FOR ONGOING ASSISTANCE

1. Socialize the mentee
2. Assist with planning, organizing, and managing work
3. Review objectives for units and lessons
4. Discuss goals for the semester/year
5. Describe various classroom climates and environments and how they work
6. Review state and district curriculum guidelines and relate them to the curriculum
7. Help mentee find resources and materials
8. Share catalogs and procedures for ordering materials
9. Discuss students' physical, social, and academic development
10. Discuss cultural differences and needs of students
11. Describe alternative strategies for teaching students with diverse or conflicting needs
12. Conduct observations of mentee with pre- and post-observation conferences
13. Provide opportunities for observations of other teachers by mentee
14. Provide opportunities for team teaching and collaboration
15. Design a learning center collaboratively
16. Share syllabi, units, or lessons that have worked well
17. Share software or show where other software can be found

#### OPTIONS FOR ONGOING ASSISTANCE (cont.)

18. Share classroom management skills
19. Help translate academic knowledge into meaningful instruction
20. Model good teaching and devotion to the profession
21. Exercise diplomacy in collegial relationships
22. Discuss state/federal mandates, standards, benchmarks
23. Discuss student motivation
24. Assist with time management
25. Conduct videotaping of mentee's teaching
26. Foster reflection, journaling, and a portfolio of professional growth
27. Help mentee evaluate student progress
28. Prepare mentee for interaction with parents
29. Prepare mentee for the district summative evaluation

*Adapted from materials provided by Loris Marcusen, ND Mentoring Coordinator with the ND Teacher Mentoring Project (a Governor's Teacher Quality Grant Project)*

**TRANSITION TO TEACHING**  
**Mentoring Relationships: Self-Assessment Rubric**  
**Fall 2005**

**Participant** \_\_\_\_\_

**Mentor** \_\_\_\_\_

The mentoring relationship can be a growth experience for the mentor as well as for the participant. In some cases, the mentoring experience builds into a strong professional relationship that continues long beyond the mentoring time frame. The extent of professional development for both mentor and participant is dependent upon the type of relationship and quality of professional growth activity that is part of the mentoring experience.

To assess the current relationship and identify ways that the relationship could be strengthened, participant and mentor should individually complete each rubric below. The individual and mentor should then compare and discuss their rankings and jointly identify Interventions that would make the experience more meaningful.

For each mentoring category, circle the number of the benchmark that best describes the status of your mentor-participant relationship. Under each rubric list the **Factor(s)** – event, occurrence, situation, etc.) – that supports the benchmark you selected, and possible **Intervention(s)** that would improve the rating on that mentoring category. Final interventions will be a joint determination of participant and mentor.

**Mentor-Participant Contact:**

1. Contact between the mentor and participant is scheduled regularly, protected from competing demands, and meets the mutual needs of the partnership, as well as advancing the goals of the school district.
2. The mentor and participant maintain regular contact with few competing demands.
3. Contact generally occurs as scheduled and satisfies the participant's needs for information.
4. Mentor-participant contact is irregular and is generally initiated by the participant when he/she has need for information or assistance.

**Describe:**

Factor(s) \_\_\_\_\_

Intervention(s) \_\_\_\_\_

**Purpose of Mentor-Participant Contact:**

1. Both the mentor and participant consistently initiate learning-focused conversations regarding teacher and student learning. The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the participant's capacity to generate information.
2. Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.
3. Throughout the relationship, the mentor remains the primary information producer.
4. Interactions are limited to the transfer of critical, basic information.

**Describe:**

Factor(s) \_\_\_\_\_

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Intervention(s) \_\_\_\_\_

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**Scope of the Interaction:**

1. Mentoring interactions promote connection-making between instructional practice and student results. Personal learnings are transferred and applied to other content and contexts. These learnings guide future actions.
2. The mentoring relationship is mutually beneficial and information production is equal.
3. The mentor conducts conferences employing strategies to fix current problems and add to the participant's list of activities.
4. The mentor provides suggestions and advice as requested.

**Describe:**

Factor(s) \_\_\_\_\_

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Intervention(s) \_\_\_\_\_

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**Focus of the Interaction:**

1. The mentor models problem-solving processes and reflective practices which the participant adopts.
2. Learning-focused conversations center on the implementation of curriculum and generally-recognized best practices.
3. Discussions center on specific episodes and situations. Meeting participant needs may become time intensive for the mentor.
4. The greatest learnings for the participant are within the management domain and generally do not progress to the examination of impact.

**Describe:**

Factor(s) \_\_\_\_\_

Intervention(s) \_\_\_\_\_

**Participant-Professional School Community Relations:**

1. The participant is involved in school-wide achievement and gradually expands his/her interactions as a collective member of the professional school community.
2. The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.
3. The mentor provides orientation and introduction to the professional school community.
4. Survival strategies are the emphasis of the participant's learning.

**Describe:**

Factor(s) \_\_\_\_\_

Intervention(s) \_\_\_\_\_

*The rubrics above were adapted from Mentoring Matters, Lipton, et.al., MiraVia, LLC*